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ABSTRACT

This curriculum packet consists of 20 illustrated cards with 15 activities designed to create "positive feelings" about a clean environment. Activities range from picture coloring for younger students, to lessons such as the economic and health problems litter creates for older students. Objectives include encouraging anti-litter and anti-pollution attitudes, understanding the methods and problems of solid waste disposal, understanding the environmental costs of producing paper, and using art education skills to produce "Glenn Glitter" posters, trash can stencils, and costumes. (Author/RH)

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ANTI-LITTER CURRICULUM PACKET

INTERDISCIPLINARY K-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FLORIDA

"WHERE THE CHILDREN ARE"

DEPARTMENT OF EDUCATION

TALLAHASSEE/FLORIDA · FLOYD T. CHRISTIAN · COMMISSIONER

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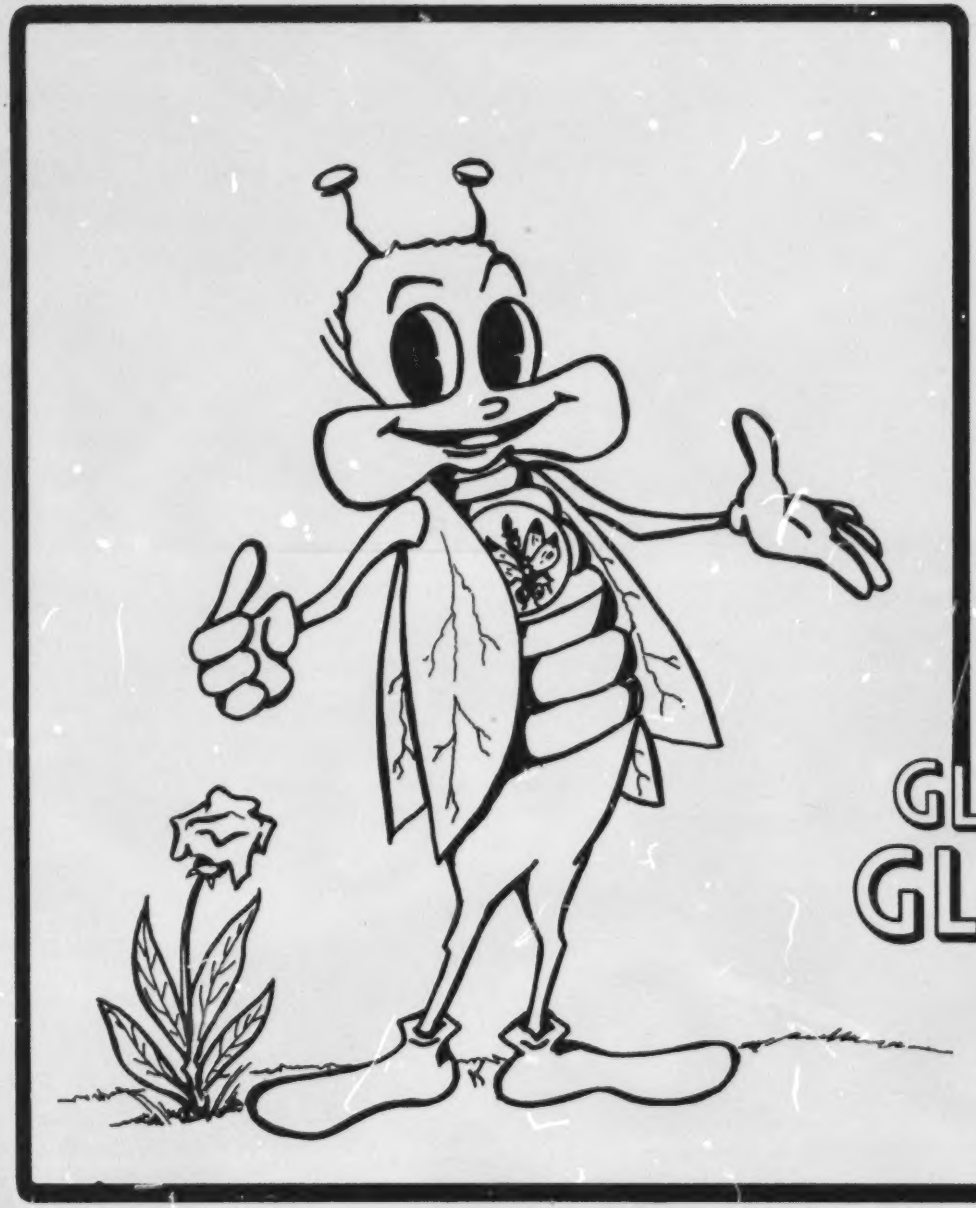


GLENN
GLITTER

PHILOSO-PHY

Promotion of the Litter Control program started in the Lakes and Hills Garden Club of Mount Dora, Florida. Its success prompted its adoption by the Florida Chamber of Commerce. The program was formally adopted by the Florida Federation of Garden Clubs, Inc. in 1951 and by the National Council of State Garden Clubs in 1952. Today, it is an international program.

TWO DECADES LATER...

Nearly two decades later, in 1971, a Tallahassee student entered a Garden Club contest with a poster which featured a white church, clean surroundings, and shade trees and which bore the words, "God Made This Earth Clean, Let's Keep It That Way." This inspired members of the Tallahassee Garden Club to adopt the more positive term, "G-litter" over the less positive "anti-litter." "G" from God, "G" from Garden, "G" from the Good we may do and "G" from the Gratification we get from the cleanliness of our surroundings. The idea of a "Glitterbug" was depicted by Ann Kirn, noted illustrator of children's books, who offered the right to have the symbol registered with Florida's Secretary of State. Soon after, the Florida Federation of Garden Clubs adopted the "Glitterbug" idea and slogan.

Florida's Department of Transportation collaborated with the Garden Club to give the bug personality. The result is a cartoon character, "Glenn Glitter," created by C.T. Kemp. Glenn Glitter now is beginning to appear on trash recepticles on highways, turnpikes, and parkways. Glenn Glitter says, "Keep Our Highways Glitter Clean."

The Glitter program gained official recognition and statewide acceptance when Governor Reubin O'D. Askew proclaimed the month of May, 1972, as "Make Florida Glitter Clean Month," and urged all citizens to labor vigorously towards that end during every day of the year.

The Florida Department of Education has now developed this packet to bring the Glitter program into focus for school-aged children. Its aim is to transform the litterbugs in our society into Glitterbugs by instilling a positive attitude at an early age to "Keep Florida Glitter Clean."

Including others and getting yourselves involved in this program will be a rewarding source of love, taking us back to the first "G" in Glenn Glitter's name.

LITTER IS CARELESSLY & ILLEGALLY DUMPED TRASH

UGLY...

Litter is ugly. Even relatively clean paper trash strewn across the landscape is ugly because of the disarray. Garbage (in litter) is ugly and unpleasant because of its obnoxious odors. Cans and boxes may be ugly because of the unusual and bright colors. But, all litter is ugly to people *because it is material that is not in its proper place.*

UNHEALTHY...

Litter is unhealthy. Bottles and cans may collect rainwater and serve as breeding grounds for mosquitoes and other noxious pests. Decaying garbage may provide habitat for disease producing germs. Broken bottles or cans may cut or injure your feet causing pain and possible infections. Even the ugliness of litter may produce mental health problems because of the unhappy feeling produced by ugliness.

EXPENSIVE...

Litter is expensive. Since litter is materials in disarray or spread across the land, it requires human labor to retrieve it and put it in its proper place. Labor is expensive so litter is a direct cost to all taxpayers in a community. The idea that "someone else is paid to pick it up" is true, but all citizens must pay that "someone."

OBJECTIVE

ENCOURAGING ANTI-LITTER & ANTI-POLLUTION ATTITUDES

ACTION

A card containing black and white drawings on each side is made available to students. One drawing is of a beautiful woodland scene. The other drawing is identical except litter and pollution sources have been added. After litter and pollution discussions, students are encouraged to color the cards. The woodland scene is usually colored neater and prettier. Look for dull greys and black in littered drawings.

Lead a discussion to find out why the students chose the colors they did. Objectivity by the teachers is absolutely necessary in the lesson.

BROWARD COUNTY ENVIRONMENTAL EDUCATION PROJECT

5A 8

OBJECTIVE

UNDERSTANDING THE METHODS & PROBLEMS OF SOLID WASTE DISPOSAL

ACTION

Help students follow a piece of trash from the roadside to its final destination. A good technique is a field trip to land fill operations or an incinerator. If a trip is not possible, identify and locate the sites on a city map and ask a resource person to explain their operation.

Data on population increases in your community can be correlated with increases in land fill or incinerators to drive home the lesson of the need for recycling.

OBJECTIVE

QUANTIFYING LITTER: THE MAGNITUDE OF THE SOLID WASTE PROBLEM

ACTION

Ask the students to do an actual count of the number of pieces of trash disposed of in their home trash can each day.

Multiply this number times the number of students times 365 days in the year for an annual figure.

Obtain trash weight estimates from the class and let them calculate the tons of trash their families produce each year.

Student ideas can produce interesting variations of this lesson including valuable research. They could, for instance, count or weigh the amount of various types of solid wastes (paper, cans, plastic, etc.) and obtain data not now available in your city.

OBJECTIVE

ECONOMICS OF LITTER-THE COSTS OF LITTER

ACTION

Have students count the number of litter items on the schoolyard. If the area is too large or the quantity of litter too great you may assign your class to count only a certain area of the schoolyard.

After the students have made a simple count of litter items have them multiply the quantity times thirty-one cents (thirty-one cents is a good approximation of the cost to the public to pick up one piece of litter and dispose of it).

For example if the class finds 300 pieces of litter the cost to the community would be 300 x $ .31 = $ 93.00.

Then lead the students into a discussion about what they would do with $ 93.00 if they had it. Students will suggest hundreds of ways to spend money which they prefer over picking up litter.

This lesson in economics will help develop anti-littering attitudes in your students.

OBJECTIVE

UNDERSTANDING THE ENVIRONMENTAL COSTS OF PRODUCING PAPER

ACTION

Have the students collect the newspapers used in their home for a week. Weigh this and multiply it by 365 to determine approximate weight of newspaper each family would use in one year. Determine the total weight per year in tons for the entire class.

PROBLEM

If it takes seventeen trees to make one ton of newsprint, how many trees are used up for newspapers by the families represented in your class? Follow this problem by discussion of some possible harmful effects of removing trees, the possibility of using recycled paper to save trees, *conserving* paper in school to save trees, and other related subjects.

OBJECTIVE

TURNING A LITTER AREA INTO A GLITTER AREA

ACTION

Find an area on the school ground which is usually heavily littered. Certain areas usually become habitual litter traps. Contact your local garden club conservation and litter chairmen and ask them to help your students convert the litter area into a small flower garden or green space. Garden clubs will usually provide the seeds or plants and work with the students on the gardening. Then place a large litter can with a "Glenn Glitter" symbol at the area. Your class will feel the reward of converting litter to glitter.

OBJECTIVE

GLITTER AREAS AT YOUR SCHOOL

ACTION

Designate some areas of your schoolyard as the "Glitter Area" for your class. It then becomes a simple task for your class to keep their area "glitter clean." Emphasize the clean appearance of your class areas as compared to other sections of the campus. If possible, encourage other teachers to choose glitter areas and set up healthy competition. Well kept areas could be rewarded by preparing a glitter award signed by the Glitter chairman of your local garden club. A good program would lead to an entire campus award which could be displayed in the principal's office.

OBJECTIVE

USING A CONTEST TO QUANTIFY ENCOURAGE, CONTROL, AND TEACH THE HARMFUL EFFECTS OF ONE TYPE OF LITTER

ACTION

Students collect rings from the tops of cold drink cans, etc. and make chains from them. (NOTE: Make a short chain yourself, then offer whatever words of caution you feel are appropriate for your class) Each student counts and advises the teacher of the number of "rings" in his or her chain. Teacher and/or a community organization should recognize winners.

Find the total number of "rings" collected by the class. Emphasize the heavy costs of picking up these rings when the community pays workmen to retrieve them. Birds, fish, and other forms of wildlife have been injured or killed while attempting to feed or play with them. The rings have become hooked on beaks, feet, or other parts of animals, injuring or disabling them.

CORAL GABLES GARDEN CLUB

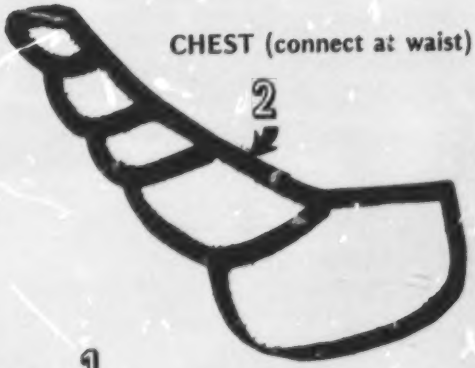
STENCIL OR TRACE ONTO COLORING PAPER AND LET CHILDREN MAKE THEIR OWN "GLENN GLITTER"

MARIONETTE

3

RIGHT WING (connect to chest as shown in picture at left)

CHEST (connect at waist)



2

1

RIGHT HAND

7

LEFT HAND

8

LITTER BAG
(slide under left hand)

9

RIGHT FOOT

5

LEFT FOOT

6

LEFT WING (connect to chest)

4

11B

HEAD

10

OBJECTIVE

USING ART EDUCATION SKILLS TO PRODUCE "GLENN GLITTER" TEE SHIRTS, APRONS, AND OTHER ITEMS

ACTION

You can really have school participation plus art education with these.

Did you know crayons can be used as dye? Every child can do his own garmet and wear it over and over—a touch up is easy if necessary.

Using a Glenn Glitter pattern and crayons, copy him on the front or back of a tee-shirt or apron (stretch the material tight using pins or a cardboard inside a tee-shirt) and color with crayons--the darker the better. Then place the paper under the cloth and iron over and over, replacing the paper until no more color comes off on the paper. All of the wax melts off, leaving only the dye in the material that will withstand washing and ironing. Have you any idea how proud the town would be if your children could participate in a parade dressed in the tee-shirts and aprons, carrying brooms with Glenn Glitter as a mascot? What children learn can't help but rub off on their parents.

This technique can also be used for cloth litter bags, flags and pennants, beach bags, blouses, skirts, tea towels, picnic cloths, pillow cases, curtains, etc.

OBJECTIVE

USING ART EDUCATION SKILLS TO PRODUCE A "GLENN GLITTER" COSTUME

ACTION

Things may be made for pennies if your willing to put forth a little time and effort. A Glenn Glitter could be used in many ways, as Halloween outfits, as a school or town or garden club mascot to use in parades, fairs, school "litter campaign kickoffs", assembly, etc. The more he is seen the quicker people will start recognizing him.

MATERIALS:

- **NEWSPAPERS**—torn, not cut, in 1" strips of various lengths (good for recyclying)
- **WALLPAPER PASTE** (small sack)
- **PAINT** (tempera or acrylic)
- **WIRE** (inside of discarded telephone wire) to braid for antenna
- **STYROFOAM** (handy but not necessary)
- **CHILD'S BALLOON** (large size)

Whoever wears the costume can finish it by wearing a striped tee-shirt with long sleeves and leotards or tight pants, large white work gloves and white tennis shoes, or oversized work shoes spray-painted white. The wings can be made by using a double thickness of old sheeting, three to six feet long and at least 12 inches wide. (The size of the wings should be determined by the size of the intended wearer.) Stitch around the outside of the sheeting, make slit toward the center on one side, and turn inside out. In the center, tie two strings lengthwise to pull the wings together. This part will be

over the shoulder. You have to make a wing for each shoulder. You can pad the coat hanger until it is about the size of a shoulder, then liberally spray the wings gold. Also you may stiffen the wings with wallpaper paste before spraying, then tie strings. These strings will go under the arm to anchor, or keep, the wings in place.

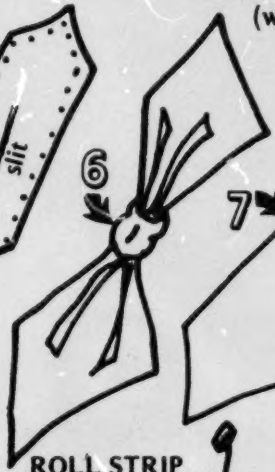
To make the head, inflate a large balloon (it will not be possible to make it 1/3 of the size the way Glenn is proportioned, but the larger the cuter.) To paper mache the balloon, dip strips of newspaper in a flour-paste solution, then place the strips on the balloon. Crumple newspaper for his cheeks and attach with strips of mache. Roll strips of paper for his mouth and grin lines, a small wad for his nose, and flattened wads for his eyes. This is not difficult—just fun. Keep covering until you have at least three layers (if your first layer is black and white print, second layer, funny paper print, etc., you can tell you have all three layers of mache.) Let this dry 24 hours, depending on drying conditions.

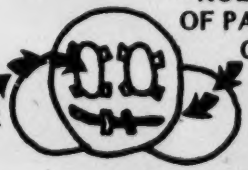
When the balloon is dry, attach the antenna, (braided telephone wire) so it will lay flat 16" braided. Bend the mid 4" to fit the top of Glenn's head and secure with masking tape. Then, again cover the head with three layers of mache, making sure to cover the 4" of connected antenna wire so it will look like the top of his head. After drying, the neck hole should be enlarged before painting. Usually a bit has to be cut from the back of the head but can be covered by gluing material to the hole, with elastic or drawstrings in the bottom of it to bring it back to shape. Slots or small holes are made in the front of the mask at the level of the wearer's eyes and cheese cloth can be pasted inside to hide these if you wish.

Paint the head a light flesh color with rosey cheeks, nose and chin. Give his eyes a life-like sparkle by putting a thin line of blue around the pupil. Finish the head by placing a small disk of styrofoam on the tops of the antennae.

HOW TO MAKE A GLENN GLITTER COSTUME

MATERIALS: 1. NEWSPAPERS 1" STRIPS
2. WALLPAPER PASTE 3. PAINT 4. WIRE
5. STYROFOAM 6. CHILD'S BALLOON





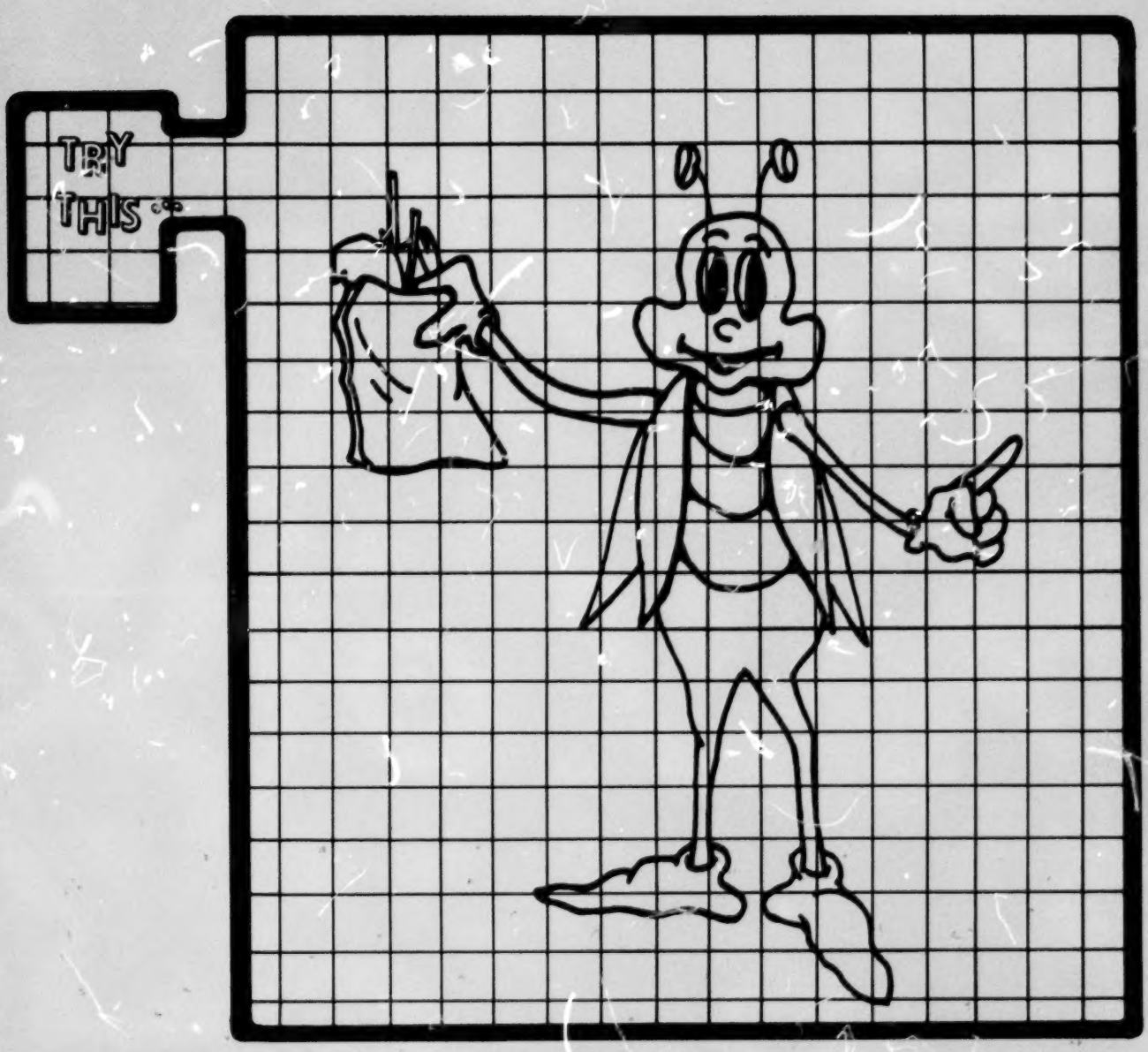
OBJECTIVE

USING ART EDUCATION SKILLS TO PRODUCE GLENN GLITTER POSTERS, TRASH CAN STENCILS AND OTHER USEFUL MATERIALS

ACTION

Using the squared-off paper you can enlarge or make smaller the Glenn Glitter pattern. There is no rule that he has to stay in a certain position so move his arms up or down and reverse the pattern. Make both legs straight or both bent.

Notebook paper is a good thing to use to enlarge the pattern or make it smaller. Turn one page sideways to mark 1/3" squares on the other paper and draw connecting lines up and down. Use four squares to double the size, nine squares to triple. (You can tape notebook paper together to give you a larger working surface.) This is a good pattern to use to paint on the trash cans. He is so cute that the children will love to help him keep the area glitter clean.


TRY
THIS

BULLETIN BOARDS & SCHOOL OFFICES

Everyone can have a "Glenn Glitter Says." He catches the eye wherever he is shown because of his infectious grin. A Glenn Glitter Says, with a big smile is much better on a bulletin board than a "you must do." Every principal should have a Glenn Glitter "Have a Nice Day" plaque on his wall. Using the pattern and a few easy made flowers and leaves you can really make an eye catching plaque. Or how about the toy chest in the younger grades?

OBJECTIVE PLAN FOR A CLEAN-UP ACTION

Area to be cleaned _____

Hours needed to clean up _____

Kinds of litter expected _____

Number of people needed _____

Kinds and numbers of containers needed _____

Names of people who will get containers _____

Tools needed to clean up _____

Names of people who will get tools _____

Other things which might be needed _____

Names of people who will get them _____

STARTING TIME _____ 24 _____ DATE _____

OBJECTIVE

PROVIDING STUDENTS WITH INFORMATION THEY CAN USE IN CORRECTING LITTER AND OTHER ENVIRONMENTAL PROBLEMS

ACTION

1. _____ is in charge of SOLID WASTES.

   The address is _____

   _____

2. Stopping WATER POLLUTION is the job of _____

   The address is _____

   _____

3. Stopping AIR POLLUTION is the job of _____

   The address is _____